



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: East High School

Target Group: 10th graders

Target Group selection is based upon: Need for career development.

Key Word: Career development

ABSTRACT

The project's purpose was to involve the tenth grade students in a career oriented workshop. We introduced students to the Utah Mentor because of the great tools it provides for careers and college. With today's information highway, there is just too much information to digest or know, so by directing students to those websites they can get information for their own particular needs. Students were given a Pre and Post test survey for results. The expectation was students would gain resources and understand the correlation between high school and careers. The results indicated students had bought into their future and understood correlation between high school and careers.

PROJECT DESCRIPTION

The student outcome was a greater knowledge and the "how to" of careers. Intended behavior was to have students researching and finding information pertaining to careers.

Participants

The target group was the tenth grade class which has approximately 300 plus students.

Method

Students were brought to computer lab one world history class at a time. They were given a power point presentation on graduation requirements, career interest and use of the Utah Mentor. We had a session for each world history class from first semester and second semester. The counseling staff gave the workshop with two counselors at each workshop. To prepare, we reviewed the Utah Mentor and attended a workshop at the District Office. The results were provided by a PRE and POST test. Curriculum was decided by counselors and material used was the computer lab.

RESULTS

The Pre test indicated students had little knowledge of Utah Mentor or careers. It showed that most students had talked to family or friends about careers initially. The ninth grade SEOP had been their first career guidance in the high school. As tenth graders, they can build off their initial SEOP. As life after high school becomes a reality, the interest in careers increases. Our presentation struck this cord; it developed a good working relationship for the workshop. It gave students a place to start and plan for the next two years of high school. It gave the counseling staff a sense of where students were at, so we can plan appropriately.

DISCUSSION

Career education is an essential service that needs to be provided for students. How it is applied is the question. We provide career education throughout elementary to secondary education. Each level provides information appropriate to students' age groups. In high school the tendency has to been to have students determine what they are going to do for the rest of their life. We want to plan their high school years as freshmen with a four year plan. This plan

should not be written in stone. I believe students are too young to make permanent career choices. College students typically change their major, so to expect a ninth grader to have a career choice maybe a bit much. But, I do believe Career Pathways should be explored not determined.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: East High School

Target Group: Juniors (Mi – Sa)

Target Group selection is based upon: Students who need a four-year plan to assist with registration.

Key Word: 4-year planning

ABSTRACT

This year, the district had the ability to complete a four year plan electronically using the district's student information system. The closing the gap project was to determine the benefits and problems associated with an electronic 4 - year plan. The small group that was chosen consisted of 11th graders whose last names begin with the letters between Mi – Sa. The successes of the electronic plan were questionable as the main attribute associated with the electronic plan was not “activated” as was originally discussed.

PROJECT DESCRIPTION

Introduction

- The Utah Comprehensive Counseling and Guidance Program standards that were targeted were Standard X, Career exploration and development, and standard XI, SEOP process. The goal was creating an electronic 4-year plan that students can view and assist them in their career development, college preparation, and the registration process for the following school year. The electronic plan should also allow for counselors, administrators, and support staff to complete the registration process in a more timely and efficient manner.
- The intended student behavior is that all students in the target group would have an electronic 4-year plan and use the 4-year plan (or change) to assist them in registering for the following school year.

Participants

- The entire 11th grade class and the parents with the last name beginning with the letters between Mi-Sa were invited to participate in the electronic 4-year plan as part of their individual Junior SEOP. However, only 67 students and 38 parents attended their 11th grade SEOP prior to March 15.
- The target group was determined by the 11th grade students who were assigned the counselor who volunteered to try the electronic 4-year plan as it was new technology in the district. 11th graders were chosen, because there was only 1 year remaining in the 4-year plan. This helped us determine if the technology works for one year before we begin four years of information electronically.

Method

- In order to get students and parents to attend the Junior SEOP, every student receives a letter inviting them and the parent to attend an individual meeting with their counselor. The 4-year plan is a small part of the Junior SEOP process, but it is an important piece of information for graduation and career development.
- The important staff members are the district information specialists and their assistants, the assistant principal in charge of scheduling and his data specialist, the counseling

center receptionist, the guidance technician, the registrar, and the counselors. If everyone isn't trained in their aspect of this project the entire process might be more work for everyone involved.

The counselors and administration received training on the 4-year plan and discussed its future abilities in October. The district computer information specialist presented the electronic 4-year plan in a "test" format, not knowing the entire details, but hoping to have the entire system "live" in the near future. The important staff that would be needed to make the change to paperless 4-year plans is essential to the completion of the process.

- The Junior SEOP's started on November 12, 2007 and continued until the end of the school year. However, the students used in this study were the students who completed their Junior SEOP by March 15. During the time period, every student had at least one appointment scheduled for their meeting with the counselor. Not all students and parents chose to attend their scheduled time and have been rescheduled after the March 15th cut off for the electronic 4-year plan.
- The success of the program will be determined by the ability for the 4-year plan to "roll over" to the following year's registration requests. However, other success may be determined throughout the process of the electronic 4-year plan.
- The counselor that was involved with the electronic 4-year plan with the 11th grade class was Angie Donahue.
- Each individual SEOP had different topics that were discussed with the student dependent upon the needs of the student. However, the 4-year plan followed the guidelines for graduation and the career pathway that the student wants to follow.

RESULTS

The junior SEOP is an important part of our guidance curriculum. In the junior SEOP, the counselors discuss graduation and what is needed to meet the graduation requirements, career choices and opportunities within the school to help the student, college and scholarship information, testing information, etc. 67 11th graders, between the letters of Mi-Sa, completed their junior SEOP prior to registration for the 2008-2009 school. Of the 67 11th graders, 51 (76%) of the students were in danger of not graduating as a result of failed classes or previous choices of classes in the past. Therefore, the importance of classes chosen for their senior year is key to their graduation next year.

43 of the 67 students (64%) that had an electronic 4-year plan created for them either lost their "paper" copy and could not remember what to register for or they did not register for any classes for the following school year. Because of the electronic copy on the school's information system, any staff member who has clearance to the program could print a copy of the student's potential classes for next year, making the process easier. Plus, each student knew that the classes on the plan were important for graduation and their future career, so selecting classes for graduation was never in doubt nor a problem for the student.

However, since this was the first use of the 4-year plan in the district, all of the "kinks" were not worked out. The 4-year plan did not roll over into next year's course selections as promised. The input of the student's schedules was delayed further as we were told that the problem would be figured out shortly. The problem (or solution) was never figured out creating a time-consuming (and paper consumption) process to register the 67 students. The 4-year plan had to be printed, then deleted, then re-typed in a different screen only when the entire plan was erased.

DISCUSSION

The electronic 4-year plan is beneficial for students. It helps the student to see electronically the classes that the student needs to complete in high school. Unless there is a computer problem, the 4-year plan is accessible throughout high school and can be viewed and changed throughout high school as career choices change for the student. By creating the plan electronically, it also makes the decisions of registration easier for each student.

However, there are a lot of problems that need to be corrected before the electronic 4-year plan becomes efficient. The district computer personnel need to be able to “roll over” the four year plan into the registration program so that many hours are not wasted as each individual 4-year plan needed to be printed, then deleted, and finally re-entered into a new screen before the registration could be completed for each student.

The electronic 4-year plan is the newest technology in counseling. Technology is not going away. The key is to further learn how the electronic 4-year plan can help counselors become more efficient in order to help students. It is also important to learn the limitations of technology and how to fix it so it can better help us.

As the district continues to work on the “roll over” aspect of the 4-year plan, next year the entire 9th grade class, with a few exceptions, will have an electronic 4-year plan completed for them dependent upon the 9th grade SEOP and discussions on their chosen career path.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Highland High School

Target Group: Seniors

Target Group selection is based upon: All Seniors

Key Word: UBSCT

ABSTRACT

The purpose of our large group was to increase the pass rate of the UBSCT tests and the completion of all high school graduation requirements. Participants of this study were all senior students. The interventions used included meeting with the students individually and in small groups, referring students to in-and after-school classes and programs, notifying parents of scores and planned interventions. Overall, the pass rate was increased and we will continue to support these interventions.

PROJECT DESCRIPTION

Increase the number of students passing the UBSCT test and completing High School Requirements.

Introduction

- Student outcome: completion of state testing requirements for the graduating class of 2008.
- Student behavior: understand high school requirements and be able to interpret own transcript and graduation status table.

Participants

- The graduating class of 2008.
- 314 students

Method

- Lesson content: completing high school requirements.
- Materials included transcripts, course offering catalog, UBSCT results, and intervention classes.
- Dates of project were August 2007 – May 2008
- Lessons were conducted during language arts, math and reading classes.
- Results were measured by the number of students passing all three UBSCT and those competing academic high school graduation requirements.
- Counselors included J. Adams, C. Benson, D. Carey and K. Jarratt

RESULTS

2008 - Out of 314 seniors, 75% passed all tests. This was an increase over 2007.

2007 – Out of 337 seniors 70% passed all tests

DISCUSSION

The result showed 75% of the entire class passing all three UBSCT tests and completing all high school requirements. This shows an increase from last year and interventions will continue next year.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Highland High School

Target Group: Seniors Needing UBSCT Tests

Target Group selection is based upon: Passing UBSCT Tests

Key Word: UBSCT

ABSTRACT

The purpose of our small group plan was to increase the pass rate of the UBSCT tests (state testing requirements for high school graduation) for the 12th grade students. Participants of this study were those senior students who had not yet passed one or more of the three sub tests. The interventions used included meeting with the targeted students individually and in small groups, referring these students to in-and after-school classes and programs, notifying parents of scores and planned interventions.

PROJECT DESCRIPTION

Tracking the 164 seniors, who as juniors, had not passed the UBSCT tests.

Introduction

- Student outcome: completion of state testing requirements for high school graduation.
- Student behavior: students will pass all three sections of the UBSCT.

Participants

- Class of 2008 members who failed one or more sections of the UBSCT.
- 164 students

Method

- Counselors met individually with 12th grade students who failed one or more UBSCT sections in the first three attempts.
- Counselors placed students in UBSCT math and language arts classes.
- Counselors referred students to after school class offered at Highland High School and Saturday classes held at the CTC.
- Clerical assistance was provided in developing sign-up lists for UBSCT classes.
- The dates included August 2007 – May 2008.

RESULTS

Out of the 164 students needing to pass the UBSCT tests, 50 students passed all three tests; 30 have taken the tests 3 times and passed one or more tests, 7 have not passed all tests nor taken the test 3 times, 79 of the 164 students are no longer at Highland High.

DISCUSSION

Out of the total senior class, 75% passed all tests. Intervention for UBSCT pass rate will continue, and in-school support will be increased to provide a safety net for potential dropouts.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Horizonte

Target Group: 10th Graders

Target Group selection is based upon: Grade level

Key Word: *Classworks* instructional software

ABSTRACT

A comparison of 10th grade UBSCT scores between Horizonte students enrolled in *Classworks* instruction (2008) vs. those that did not receive the *Classworks* instruction (2007)

PROJECT DESCRIPTION

Last year at Horizonte we implemented a computerized instructional program (*Classworks*) that creates unique lessons for each student based on their UBSCT scores. We piloted the math section for 11th and 12th graders that had not passed the UBSCT. Results were good, so we enrolled our tenth graders this year in *Classworks* prior to their first UBSCT attempt in February. We compared the math scores of the 2007 and 2008 groups of 10th grade students at Horizonte.

Introduction

- The use of the *Classworks* math program last year resulted in significant increases in UBSCT scores for students who had to retake the test. Scores from the subtests were entered into the system, and specific instructional units were created for each student that addressed the failed subtest content areas.
- We decided to enroll the 10th grade students in the *Classworks* program prior to their first UBSCT attempt in February 2008 to see if there would be a similar increase in proficiency.

Participants

- All 10th graders enrolled at Horizonte

Method

- All 10th grade students were enrolled in the *Classworks* curriculum as part of the regular math class. Students were enrolled for one week and then the teacher ran a report to see in which areas students scored lowest. He would teach that concept in class, retest in *Classworks*, and continue in that manner through the curriculum.
- We compared the UBSCT scores of the 110 10th graders that took the UBSCT in 2007 (no intervention) with the scores of the 104 students that took the test in 2008 (received *Classworks* instruction).

RESULTS

The final results are listed below.

Score	2007 (110)			2008 (104)	
Pass	27	25%		32	31%
Partial	45	40%		25	24%
Minimal	38	35%		47	45%

DISCUSSION: More students (6%) passed the UBSCT on the first attempt in 2008 (with *Classworks*) than in 2007. However, of the students that did not pass, more students (16%) scored in the “partial proficiency” range in 2007 than those in 2008.

We concluded that the improvements are much greater when we have specific information (UBSCT subtest scores) to enter in to the students’ profiles from the beginning. Curriculum is then tailored exactly to the students’ areas of knowledge, and progress can be monitored.

We will definitely continue to utilize the *Classworks* software, and hope to be able to use it more effectively with new students. We will also use some of the other content areas, such as Language Arts, to assist students in passing the UBSCT.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Horizonte

Target Group: Evening School students

Target Group selection is based upon: Enrollment in evening school

Key Word: Home study program

ABSTRACT

The Horizonte evening home study program was examined to see if it is effectively meeting the needs of the students enrolled.

PROJECT DESCRIPTION

Data was collected from a group of students that attended evening school in 2006-07, and was compared to the students' performance in the previous placement. Interviews were held with students to see what might help them achieve more success.

Introduction

- Several young parents enroll in the Horizonte Evening School each year because they cannot attend daytime classes. The evening program consisted of home study packets that were given to the students to be completed at home. It seemed that the number of credits earned at night dropped significantly, and that the program was not very effective. We decided to analyze the number of credits earned, and compare it to the average number of credits the student had earned in their previous school setting.
- We also did unstructured interviews with the students currently attending to determine what the major barriers are for successful participation in the evening program.

Participants

- 28 young parents were enrolled in the evening program last year

Method

- Using transcripts from last year, we recorded the number of terms that each student was enrolled in the evening program, the amount of credit earned during their enrollment, and the average per term.
- We also looked at their previous school enrollment for up to one year, and recorded the same information. We wanted to see if the performance in the evening program was typical of their former achievement.

RESULTS

Of the 28 students enrolled during the year, 11 students earned no credit at all. Of those 11, all but 2 had earned credit in the previous placement.

The average amount of credit earned by the 17 remaining students was .45 per term, compared to an average of .86 per term in the previous placement.

This represents a fairly significant drop in performance, and led to the interviews with participants to see what we might do to increase the effectiveness of the program. Some of the major barriers included lack of daycare, lack of transportation, not having a quiet place at home to study, and not understanding the assignments.

During the year we have modified the evening program to include an extra teacher who provides classroom lectures two evenings of the week. We have expanded our daycare center hours to include the two nights that classes are held, and we hope to be able to provide bus tokens for the students next year. We'll examine results next year.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: West

Target Group: 11th graders

Target Group selection is based upon: college testing

Key Word: ACT registration

ABSTRACT

The effectiveness of a classroom presentation regarding college timelines and admissions testing was evaluated. An increase in the number of students registered for the test over the previous year was noted.

PROJECT DESCRIPTION

During an April presentation to all 11th graders in their social studies courses we presented information regarding the ACT test and encouraged them to register the upcoming June test if needed. We compared the number of test takers this year with the total number of junior test takers from last year.

Introduction

- We wanted students to realize the importance of planning appropriately for the college admissions process. Specifically the need to register for the ACT. This falls under Standard C: Students will use strategies to achieve future life/career goals. In particular LC:C1:4 Connect decisions about course selections, next step planning, and career transitions in terms of future goals.

Participants

- We targeted the 516 students in 11th grade for this project.

Method

- Prior to individual SEOP conferences in April of 2008, a presentation was made by a counselor in each of the 11th grade social studies courses. This presentation included information on Choices, Utah Mentor, and scholarship opportunities. Special attention was paid to the need for students to register for the ACT. Registration packets were available and further information was given if requested in the individual conference that followed. Several weeks later the classes were polled regarding how many students had taken the ACT earlier in the year, how many were registered for the upcoming June test, and how many had registered as a result of the presentation or counselor conference. These results were compared with the total number of juniors who had taken during the previous year.

RESULTS

For the academic year 2006-2007 a total of 114 juniors had taken the ACT test. Following our efforts with the 11th grade class of 2007-2008, a total of 216 students had taken or planned to take the ACT in June. This is an increase of 102 students over the previous year. Of this group, 23 students credited the presentation of their SEOP counselor as the reason for their decision to take the test this year.

DISCUSSION

We were pleased to note the increase in students registered for the test. It was interesting however that just over a fifth of students credited our efforts as the reason for their ACT registration.

Our efforts were most productive in regular level social studies courses. Students in higher level courses (Honors or AP) seemed to be better informed about the need for college admissions tests. A presentation with a slightly different focus in the advanced classes seems justified.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: West

Target Group: Seniors needing make-up

Target Group selection is based upon: need for outside credit

Key Word: Make-up credit

ABSTRACT

Senior students in need of make-up credit were identified early in the academic year. Various strategies were implemented to assist them in qualifying for graduation. At the end of the year 83% of identified students were cleared for graduation.

PROJECT DESCRIPTION

Our goal as counselors was to identify all senior students in need of make-up credit at the beginning of 2007-2008 school year. By applying various strategies we hoped to help them qualify for graduation.

Introduction

- This project was focused on AL:C1.4 Use problem-solving and decision making skills to assess progress toward educational goals.

Participants

- In the senior class of 2007-2008 which numbered 445, we identified 235 students that had failed some required class and therefore needed outside make-up credit.

Method

After individual meetings with students in August through September of 2007, counselors identified 235 seniors that needed some type of outside make-up credit in order to graduate. The senior class at the time numbered 445 students. During the course of the year individual counselors utilized some or all of the following strategies to assist students in qualifying for graduation:

- Individual meetings with students and/or parents.
- Completed a written graduation plan delineating make-up credit needed.
- Gave students a written description of options for completing make-up credit including contact information.
- Provided quarterly written documentation of credit still needed (letters mailed to home).
- Volunteered to proctor exams as needed through Electronic High School and BYU Independent Study for students earning credit through that source.
- Reviewed graduation status as needed throughout the year.

RESULTS

At the end of the year only 40 of the 235 students identified had not cleared for graduation. Only 17% of our target group did not complete the necessary make-up.

DISCUSSION

It should be noted that some of these students left our school for Horizonte (our district alternative site), moved to some other school, or dropped out altogether. Our totals do not accurately reflect these contingencies. Some of these remaining students will complete

requirements in the summer. Results varied among counselors as did the number of strategies implemented by individual counselors. Given the clear success rate of some counselors (some over 95% effective) we should focus on sharing strategies and assisting one another in order to be more effective.